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ABSTRACT

THE PRODUCT OF TWO SUMMER INSTITUTES TO PREPARE TEACHERS AND ADMINISTRATORS FOR SCHOOL INTEGRATION, THIS REPORT CONTAINS A RESOURCE MANUAL ON "INTERPERSONAL RELATIONSHIPS AMONG STUDENTS." FOR FULL ABSTRACT OF INSTITUTE PROCEEDINGS, SEE UD 009 479. FOR OTHER RESOURCE MANUALS, SEE UD 009 480, UD 009 481, UD 009 483, AND UD 009 484. (KG)

INTERPERSONAL RELATIONS AMONG STUDENTS

Resource Manual

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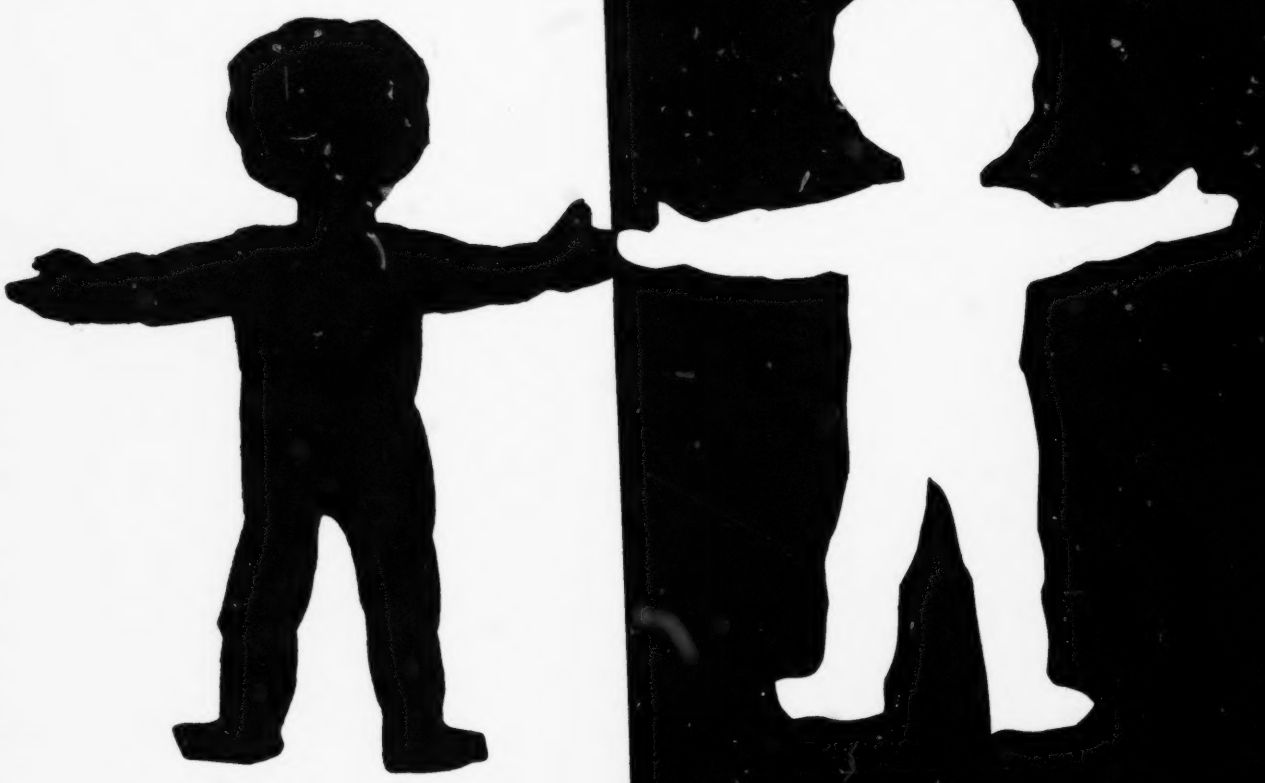

UD 009 482

Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

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WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

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Superintendent of Schools

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TABLE OF CONTENTS

For

INTERPERSONAL RELATIONS AMONG STUDENTS

	page
Superintendent's Message	4
Foreword	5
Project Staff	6
Institute Participants	8
Section I -- Introduction to Materials	10
1. Background of Evanston In-Service Training Program	11
2. Second Summer Institute	12
3. An Example of the Materials Developed During the Institute	13
4. A Description of the Materials and Suggestions for Their Use	14
5. Specific Suggestions for Implementing the In-Service Training Program	18
Section II -- Teacher Manual	21
Bibliography	31
Section III -- Student Manual	32

SUPERINTENDENT'S MESSAGE

When I spoke before Upsilon Chapter of Phi Delta Kappa last year, explaining our plan for school integration in District 65, one of the points emphasized was this: No matter what we do in the schools to teach our children about the contributions of the American Negro to the development of this country, no matter what we teach about the basic equality of man, too often it is all contrary to the direct exposure which boys and girls get. Whether you subscribe to John Dewey, or to one of the current high priests of education such as Jerome Bruner, you must still agree that true education is the result of both direct and vicarious learning experiences.

If all direct experiences are contrary to all vicarious experiences, it is not unreasonable to suppose that attitudes of boys and girls -- attitudes learned in the elementary grades -- are going to be shaped significantly by these direct experiences. The answer, then, is to enable the children to have positive early educational experiences, learning with and from each other.

In School District 65, the youngsters, teachers, administrators, general staff, parents and community have completed one year of districtwide school integration. Available evidence seems to indicate that we had a very successful year. For the first time in the lives of many people who live in this community, blacks and whites have interacted in meaningful ways. Young people have begun to develop mutual respect and appreciation for each other as individuals, without regard to skin color. Teachers have relearned the fact that children of whatever color are individuals with individual needs and abilities, and have worked toward providing for these both professionally and personally.

The districtwide in-service training programs we have had for the past two summers have assisted all teachers and students to understand better the content and the attitudinal aspects of integrated education. We feel that we have started on the long road to real integration, and we are glad to share with others some of the things we have learned. The materials resulting from the 1968 in-service work reflect much of what we have learned. We hope they will prove to be useful tools to others who share our goal of the best possible educational experiences for all our youngsters.

Gregory C. Coffin
Superintendent of Schools

FOREWORD

School integration is working in Evanston. If, though, you feel that I am attempting to indicate that we had a year of integration without problems, let me dispel that notion. Successful school integration is a hard, long, and difficult task. We did have problems last year. We will have more problems this year. But, the professional staff of District 65 is deeply involved in in-service training programs which will be of significant assistance to us as we attempt to overcome problems associated with quality, integrated education.

After one year of districtwide integration, it would seem helpful if all of our teachers in all of our schools were provided an opportunity to develop some common understandings about some crucial issues. Our colleagues who participated in the 1968 Summer Integration Institute have developed materials which will be helpful in sensitizing us to the significance of ten of these issues. The resource manuals and film shorts which were produced will be of tremendous value in making the rocky road of integrated education a very rewarding experience for the boys and girls about whom we care so much.

Laval S. Wilson
Project Director

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SECTION I

INTRODUCTION TO MATERIALS

DEVELOPING COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES

Background of the Evanston In-Service Training Program

In the fall of 1967, School District 65 of Evanston, Illinois, put into effect a district-wide integration plan. To implement the plan school attendance areas were redrawn for all of the district's sixteen elementary schools. In addition, the previously all-Negro Foster School was eliminated. The Negro students who would have attended Foster were reassigned to other schools on a percentage-of-enrollment basis. The building facility which was the Foster School is now an experimental laboratory school with voluntary enrollment from throughout the district. All Negro youngsters in District 65 are now attending school on an integrated basis.

In preparation for school integration, District 65 conducted an Integration Institute for more than 300 teachers and administrators during the summer of 1967. The purpose of that program was to assist educators to become more aware of the many factors associated with quality school integration. During the 1967-68 school year, teachers and administrators indicated the tremendous benefits they received from the 1967 Summer Institute.

By no means, though, did we feel that one institute solved for us all or even a majority of our integration problems. Successful

integration is a long process. Attitude changes are sometimes long in coming. We must work continuously at this difficult task. For the educators, upon whose shoulders a great deal of the success of school integration will rest, continuous assistance must be provided in solving integration problems.

Second Summer Institute

As we proceeded through the first year of our integration plan, the need for a set of common understandings concerning certain issues for all educators in the district became apparent. The 1968 Summer Integration Institute was created to meet this need. This Institute focused on developing some common understandings about some very crucial issues in a corps of educators from our school district. Ten such understandings were identified and studied during the institute. They were as follows:

1. Black Power and Its Effect on Racial Interaction
2. Common Prejudices of Negroes and Whites
3. Discipline Standards in Integrated Schools
4. Family Background and School Achievement
5. Grouping Children in Integrated Schools
6. Interpersonal Relations Among Students
7. Race and Intelligence
8. Sensitivity to Interpersonal Relationships

9. The Black Self Concept

10. The Negro in American History

Resource manuals, Unipacs, and film shorts were developed for each of the ten issues. Ten small groups of five or six members each had the specific task of writing one Teacher Resource Manual, one Student Resource Manual, and several Unipacs. In addition, instructional consultants to the Institute made thirty-minute film shorts about each of the ten crucial issues. Together, the written materials and the films will serve as the basis for our district-wide in-service training program.

An Example of the Materials Developed During the Institute

Let us look at one set of materials developed during the Institute. As an example, let us look at the crucial issue entitled, The Negro in American History. The Instructional Consultants for this concept were Dr. John Hope Franklin and Mrs. Beatrice Young. Dr. Franklin made a major presentation to the participants of the Institute*. This presentation on the Negro in our history served as background information for all of the participants. Dr. Franklin and Mrs. Young then became consultants to just the six people who were to write the Teacher and Student Resource Manuals and Unipacs. Essentially, they elicited from the consultants all types of information which could be incorporated into

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* A two-hour film of Dr. Franklin's original presentation on The Negro in American History is available for distribution through School District 65.

the written materials. At the same time, the history group and the consultants discussed the content of a thirty-minute film short. Together they outlined the concepts which seemed most crucial for inclusion in the film short. The thirty-minute film short that Dr. Franklin then made was recorded on 16mm film and became the correlate to the Teacher Resource Manual -- The Negro in American History. These two items, then, will provide a great deal of content about the Negro in American history, resources to which one could turn for more information and specific activities which would be of assistance in becoming more knowledgeable about the topic.

Even though the above example is concerned with the crucial issue The Negro in American History, each of the ten manuals and film shorts was developed in a similiar manner. Usually, more than one consultant was available to each writing group. This provided a tremendous amount of expertise for the ten groups as they began to formulate ideas for inclusion in their manuals.

A Description of the Materials and Suggestions for Their Use

We suggest that all members of a school staff be involved in this in-service training program from beginning to end. One of each of the ten crucial issues should be the focus of attention for each of the ten months of the school year. We are not suggesting, though, that the first week of each month or each Monday of a week be Negro history week or day. The ideas suggested in the materials can be most helpful to the teachers and youngsters if, once they have been introduced, they become an integral aspect of the daily activities of the schools.

Teacher Manual

The teacher's manual has been developed as a resource for aiding teachers and other adults to develop understandings about crucial issues.

This manual is sectioned into Main Ideas, Sub-Ideas, Behavioral Objectives, Content, Activities, and Bibliography. Definitions for these terms are provided below:

A. Main Idea -- An overriding or general idea which has breadth and depth.

B. Sub-Idea -- Specific ideas which contribute to and make up the main idea. The objectives are built around these.

C. Behavioral Objective -- The specific measurable goal which will demonstrate knowledge of the main idea or sub-idea.

D. Content -- Subject matter which will assist in developing better understandings about the main idea and sub-idea.

E. Activity -- The procedures and methods which will contribute to and aid in achieving the behavioral objective.

F. Bibliography -- Includes references to books, periodicals, poems, writings, records, tapes, and speeches pertaining to the main idea and sub-ideas.

Film Short

The film short is a thirty-minute presentation about one of ten crucial integration issues. There is one film short for each teacher manual.

Student Manual

Each student manual is similar in format to the teacher manual. The content section, though, has been deleted from this manual. Even though this manual is entitled "student manual," it is to be used by the teacher and not the student. The contents of the teacher manual have been worded in student language for the student manual. In this way, the teacher can integrate the main ideas and sub-ideas into her classroom teaching without having to rethink the teacher concepts into those appropriate for students.

Unipac

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the Institute focus on furthering understandings about one of the sub-ideas included in the teacher and student manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The teacher section provides her with the necessary information to help each child work independently with his Unipac.

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* In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Even though our Unipacs were developed as self instructional materials, consideration must be given to the skills and maturity of each student. Therefore, some 8th grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, kindergarten or first grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As we implement the in-service training program, the representative(s) from your building should be invaluable as a resource. Although each manual and Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

Summary

The film shorts and teacher manuals are geared to furthering the understandings of teachers or other adults about crucial integration issues. Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various

lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. These are geared to self instruction, depending upon the maturity of the student.

Specific Suggestions for Implementing the In-Service Training Program

1. All members of a staff should participate in the in-service training program. In general, a staff should focus on developing understandings about one crucial issue a month.
2. A regular meeting date should be designated and a series of meetings should be scheduled. As a minimum, we suggest one general meeting a month of an hour and a half in length. The purpose of the meeting should be the development of teacher understandings about a particular crucial issue.

   Within two weeks, this meeting should be followed by a second one of an hour. This meeting should be used for small group discussions, department discussions, or subject area discussions, to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.
3. Each participant should be provided a copy of the teacher and student manuals about the crucial issue to be studied prior to the first time the group is to meet. This will provide an opportunity for each participant to become fairly familiar with the material so that he can be an active discussant during the meeting.

4. The film short should be shown at the beginning of the first meeting.
5. A chairman, or discussion leader, should be designated to keep discussion moving in a fairly orderly manner.
6. After viewing the film, the following should occur:
   A. Discussion in large group.
      1. Relate film ideas to teacher manual.
      2. Clarify concerns raised about Main Idea, Sub-Ideas, Behavioral Objectives, Content, and Activities.
      3. Attempt to get participants to express and discuss their true feelings.
   B. If your staff is too large to accommodate meaningful discussion in one large group, break into two or more smaller groups of no more than fourteen in a group.
7. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the in-service training materials.
8. Discussion about the use of the Unipac and methods of implementing the crucial issues with the students should be undertaken at the second meeting.
9. The Unipacs which were written to accompany a manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
10. Provide the opportunity on an ongoing basis for the crucial issues to be an important aspect of the classroom learning of each student.

Concluding Remarks

The implementation of this in-service training program will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that your participation in this program will be a rewarding experience for you and all of your youngsters.

In June, we hope you might indicate a feeling similar to that of one of our Institute participants. "I have never worked so hard in such a short time. The experiences have been frustrating, rewarding, and enriching. An extremely valuable experience in personal and intellectual growth."

SECTION II

TEACHER RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Teacher Resource Manual. After this summary page each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective, Content, and Suggested Activities.

INTERPERSONAL RELATIONS AMONG STUDENTS

MAIN IDEA: Interpersonal relations among students affect the learning environment in a classroom.

Sub-Ideas:

I. A prelude to the development of effective interpersonal relationships among students is the formulation of realistic self images.

II. Self-acceptance makes better group relations possible.

III. Study and sharing of cultural backgrounds helps understanding of self and others.

IV. A positive effort must be made to foster good human relations in the classroom.

V. Teachers should themselves live the attitudes that they foster in the classroom.

SUB-IDEA I:

A prelude to the development of effective interpersonal relationships among students in a classroom is the formulation of realistic self images.

BEHAVIORAL OBJECTIVE:

Given a class situation, the teacher should provide opportunities for discussion of positive and negative human characteristics and abilities.

C O N T E N T

There is a need of staggering magnitude for doing something in our educational program to help children and youth acquire realistic attitudes of self-acceptance. A large proportion of the young people now entering adulthood are burdened with anxiety, hostility, defensive attitudes toward themselves and others, feelings of guilt, inferiority or other forms of self-disparagment and self-distrust. They struggle not only with the real dangers and thwartings in our troubled world but with unresolved childhood problems. They are beset with conflicts arising from unrealistic concepts and unhealthy attitudes which they carry from childhood into adult life.
(Arthur T. Jersild, In Search of Self, p. 5.)

Poor self concepts, with their accompanying lack of confidence in mastery of the environment, usually accompany deficiency in the child's school performances.... A considerable body of evidence indicates that a child with a poor self concept tends to be more anxious and less adjusted, less effective in groups and in the tasks of life, whether they be work, social, or sexual.
(Don C. Dinkmeyer, Child Development -- The Emerging Self, p. 212.)

See also manual on "The Black Self Concept."

Suggested Activities:

1. Make a list of each student's characteristics to use in comparison with students' records of themselves.

2. Have students regularly see their photographs on a bulletin board. Polaroid cameras, which give immediate results, are quite effective.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Self-acceptance makes better group relations possible.

BEHAVIORAL OBJECTIVE 1:

Given a class situation, the teacher should provide an opportunity for students to describe themselves. The teacher should be able to use these descriptions in discussions directed toward students gaining a greater degree of self-acceptance.

C O N T E N T

The healthy individual ... has that degree of healthy self-acceptance which is essential to and interrelated with acceptance of others, and the ability to enter into genuine relationships with others.

When he lacks authentic and workable standards of his own, he is false to himself by living according to a borrowed or make-shift standard, playing up to an image that is not in keeping with reality. (Arthur T. Jersild, In Search of Self, pp. 10-11.)

The dignity and worth of the individual is a basic value of our society. Yet the individual is not likely to see himself possessing dignity and worth if he has not been accorded dignity and worth by other human beings in his life. Nor will his self-concept be one of dignity and worth unless he has achieved some degree of self-direction and self discipline. With a positive feeling about himself and the accompanying self-control, the child will increasingly be able to tap his own inner and environmental resources. As he becomes increasingly responsible for his own actions and increasingly clarifies personal purposes, he is more likely to feel positive about himself and his role in this world. Indeed the effect is cumulative; as the individual furthers his own positive self-direction he increasingly contributes to society. ("Discipline as Self-Direction," NEA Elementary Instructional Service, p. 1.)

Suggested Activities:

1. Read Chapter 8, "Child Study: Appraisal of Personal Adjustment," in Guidance Services in the Modern School by Merle M. Ohlsen.

2. Ask students to grade themselves. Schedule a conference during which teacher and student evaluations will be compared.

3. Guidance for student's activity No. 4: Assist the student in finding positive and negative phrases in his poems. If his self-acceptance scale seems to be extremely low, he should probably work with a counselor.

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 2:

The teacher should be able to provide opportunities for the students in her class to meet persons from different ethnic groups who are involved in various community and professional activities.

Suggested Activities:

1. Initiate a day commemorating the birthday of a famous person. This day might feature an assembly, a play, a bulletin board, a speaker, or research into the man's life. Examples: Martin Luther King, Jr., Albert Einstein, Abraham Lincoln.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Study and sharing of cultural backgrounds helps understanding of self and others.

BEHAVIORAL OBJECTIVE:

Given a class situation, the teacher should be able to provide adequate information so that the student can interpret his own cultural background.

C O N T E N T

Acculturation, the process of acquiring values different from those of the culture into which one is born, is a difficult and often conflicting process. Two aspects are involved, the breaking down of old values and the learning of new. The second phase of the process is one in which the individual is in need of support and reward for new learnings. It is at this point that guidance can render genuine service to the individual during the process of acculturation.
(Carol A. Miller, Foundations of Guidance.)

We humans like what we do, we like what we are. We prefer the appearance of "our own people." We find that certain foods are highly desirable while other foods (favored by another, different group) are distasteful to us. These preferences are the building blocks of cultural diversity. Each group member believes in the "rightness" of his own way of life. Which is natural, for this way of life is what he knows best.... "We don't know the other children." We human beings prefer what we know, and until we are better informed, we all tend to act like these children and assume that what is unknown is not as good as what is known.
(Jean D. Grambs, Understanding Intergroup Relations, pp. 4-7.)

Suggested Activities:

1. Read What We Know About Race in which Ashley Montagu defines "culture," "ethnic group," "race," and other critical ethnological terms.

2. Make a study of your own cultural background and see how it relates to your own living patterns.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

A positive effort must be made to foster good human relations in the classroom.

BEHAVIORAL OBJECTIVE:

Through the use of a questionnaire, the teacher should be cognizant of social groups within a class and attempt to increase the students' social contacts.

C O N T E N T

Children in the democratic groups were not as aggressive as pupils of the autocratic teachers, and were motivated to engage in self-sustaini types of activities toward individual and group goals, in contrast to the laissez-faire children, who were dissatisfied with their own lack of accomplishment. The democratic climate, then, has been considered as the best for developing and achieving both the individual and group goals.
(Don C. Dinkmeyer, Child Development -- The Emerging Self, p. 127.)

> When the teacher shows concern for pupil's welfare, tries to understand and accept them, tries to provide challenging and satisfying learning experiences, helps them discover how well they are doing and where they need to improve, and tries to avoid hurting or disturbing them, he contributes both to their intellectual and their social-emotional development. Ideally, every teacher should respect each pupil as a person, deal with the pupil in terms of what is best for that pupil, and help each youngster learn to become increasingly self-disciplined and independent.
> (Merle M. Ohlsen, Guidance Services in the Modern School, pp. 415-16.)

> "...Similarly, we expect teachers to be disliked when they use such methods as ridicule, derision, and other attempts to depreciate the child's feeling of value as an individual.
> (Ralph H. Ojemann, Personality Adjustment of Individual Children, p. 15.)

Suggested Activities:

1. Note to teacher: No behavioral objective is stated in the student's manual. For obvious reasons, it is a "HIDDEN" goal: "After making lists of your friends at the beginning, the middle, and the end of school, you should be able to show an increase in the number of friends." You, the teacher, should have the students compile these lists at the specified times.

2. Use the following social acceptance scale:

   Provide each child with a class roll and ask him to follow these directions:

   1. Write a 1 in front of your name.

   2. Write a 2 in front of the name of every pupil that you would like to have as a very close friend.

   3. Write a 3 in front of the name of every pupil you would like to have as a good friend.

   4. Write a 4 in front of the name of every pupil who is not a friend, but whom you feel is alright.

   5. Write a 5 in front of the name of every pupil you do not know.

   6. Finally, write a 6 in front of the names that are left.

   (Robert F. Peck and James V. Mitchell, Jr., Mental Health, pp. 23-24.)

3. Rotate classroom "jobs" so that all feel that they belong to the group.

4. Ask all students at one time or another to have lunch with you. Even eating at a hot dog stand would be effective.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Teachers should themselves live the attitudes that they foster in the classroom.

BEHAVIORAL OBJECTIVE:

Given feedback from student criticism, the teacher should accept it and try to learn from it.

C O N T E N T

Teachers, themselves, living the attitudes they foster, is, of course, the crucial question if the schools are to be counted on for better intergroup relations. In certain public schools of a large city known to me, the Protestant teachers, when lunch time comes, segregate themselves in one dining room, the Catholics in a second dining room, and the Jews in a third. As long as this practice prevails, little can be expected from those schools by way of breaking down interreligious prejudices in the pupils. This seems to be one instance where existing overt action will speak louder than any words to the contrary that these teachers may use. (William H. Kilpatrick, Modern Education and Better Human Relations, p. 21.)

> One of the most important generalizations that can be made about the mentally healthy, well-adjusted teacher is that such a person is free to be child-orientated and problem-orientated. We say that he is "free" to be this way because he is not laboring under the burden of his own problems, which could sap his emotional strength and leave him little time or energy for anything else. He enjoys solving classroom problems because he has not been whipped by his own personal problems. He has patience because it has not been severely tried by his own personal exasperations. Such a teacher creates a desire for learning and an eagerness for life in the minds of his students because he himself feels this way about learning and life. And he communicates these feelings to his students not just by word but by his every action; he literally advertises in his own person that life is eminently worth living and eminently worth learning about. Because he is confident of his own learning and teaching abilities, he inspires confidence in his students that they can cope with relatively complex intellectual tasks and feel the thrill that comes with accomplishment. For students who are struggling to achieve their own patterns of self-actualization, he exemplifies the worthwhile values that can result when self-actualization is actually attained.
> (Robert F. Peck and James V. Mitchell, Jr., Mental Health, pp. 23-24.)

Suggested Activities:

1. Solicit student reactions to activities in class and use them in future planning. The teacher might ask students which activities they liked and disliked during the year and why.

2. Have students write a paragraph on the topic, "My Thoughts for Today." Indirectly, students will be evaluating the class day.

ADD YOUR OWN ACTIVITIES

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SECTION III

STUDENT RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Student Resource Manual. After this summary page, each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective and Suggested Activities.

INTERPERSONAL RELATIONS AMONG STUDENTS

MAIN IDEA: Interpersonal relations among students affect the learning environment in a classroom.

Sub-Ideas:

I. A prelude to the development of effective interpersonal relationships among students is the formulation of realistic self images.

II. Self-acceptance makes better group relations possible.

III. Study and sharing of cultural backgrounds helps understanding of self and others.

IV. A positive effort must be made to foster good human relations in the classroom.

V. Teachers should themselves live the attitudes that they foster in the classroom.

SUB-IDEA I:

A prelude to the development of effective interpersonal relationships among students is the formulation of realistic self images.

BEHAVIORAL OBJECTIVE:

After thoughtful analysis of yourself, you should be able to realistically describe yourself in writing (or orally), listing the characteristics you like and dislike about yourself.

Suggested Activities:

1. Draw as detailed a picture of yourself as you can. Try to identify others from their "self-portraits."

2. Using your photograph, help make a bulletin board with everyone's pictures on it.

3. Your teacher will give you a name of a student in your class. Describe that person, without revealing his name, using actions and words.

4. Formulate a list of words and phrases which describe people.

5. From the list of characteristics formulated in Activity 4, select those which accurately describe yourself.

6. List and explain why you like certain characteristics about yourself. Be sure to include physical traits (e.g., hair, nose, eyes, hands, figure, and skin color), and psychological or emotional characteristics (e.g., patience, temper, studiousness, helpfulness, leadership abilities, and quietness). Write the same type of list and explanations for characteristics which you dislike about yourself.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Self-acceptance makes better group relations possible.

BEHAVIORAL OBJECTIVE 1:

Given a compilation of information obtained from other students describing yourself, you should be able to discuss it with the teacher in terms of your own self-perception.

Suggested Activities:

1. Draw "self-portraits" and place them on a bulletin board.
2. Write about yourself:
   a. As your best friend would see you, and
   b. As your worst enemy would see you.
3. Draw yourself while looking at your image in a mirror.
4. Write two poems: one about yourself, and one about a friend. Compare these poems by underlining and counting all of the positive phrases in each poem. You may need to see your teacher for help in choosing the positive phrases.
5. Write a short paper entitled "What I Want to Do After I Graduate From High School." In your paper, give reasons for your choice.

ADD YOUR OWN ACTIVITIES

BEHAVIORAL OBJECTIVE 2:

Given an opportunity to be exposed to persons of different backgrounds involved in various activities, you should be able to list the positive accomplishments of all ethnic groups you have studied.

Suggested Activities:

1. As opportunities arise in the classroom, invite your parents to speak to your class about their occupations.

2. Invite people in the community, whose occupations you'd like to know about, to speak to your class.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Study and sharing of cultural backgrounds helps understanding of self and others.

BEHAVIORAL OBJECTIVE:

Given a list of ethnic foods, music, holidays, and languages, you should be able to identify the group which is associated with that food.

Suggested Activities:

1. Bring and tell about foods that are associated with your ethnic background.

2. Discover how to say your name in various languages. Record on tape your efforts.

3. Celebrate a special day using the music, dance, clothing, and foods of one ethnic group.

4. Compare the music, dance, clothing, and foods of all ethnic groups represented in your class.

5. Do the Unipac "Dance to the Music" by Linda Hairston.

6. Compare your neighborhood with a different neighborhood of a friend. Some things to consider are kinds of buildings, types of dwellings, number of stores or business places, number of children, and kinds of streets.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

A positive effort must be made to foster good human relations in the classroom.

BEHAVIORAL OBJECTIVE:

None stated.
"Discovery" learning in this section.

Suggested Activities:

1. In order to learn about teacher roles, teach a class for one hour.

2. In a one-to-one relationship, or in a class situation, discuss ways of "making up" after a quarrel.

3. Eat lunch with a different person each day for a week.

4. Role-play a situation in which one student plays a student new to school.

5. Make a list of your favorite past-times. Be sure to include hobbies and sports. Choose 4 classmates to compile "club rosters." Use a different page for each past-time and list the names of all students who choose that past-time. Look at the list of members of each "club" to which you belong. Choose one of these clubs in which there is at least one student with whom you have not been a good friend. This will be called your "active" club. Elect officers and decide upon rules for each club. Plan activities for your club and try to make the club an interesting one.

6. If there is anyone in the class whom you don't especially like, try to think of at least one good thing about him or her. Then think of and say something nice to that person.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Teachers should themselves live the attitudes that they foster in the classroom.

BEHAVIORAL OBJECTIVE:

During a student-teacher conference you should feel free to express your feelings openly, knowing that your opinions will be met with understanding.

Suggested Activities:

1. In a discipline situation you should observe how the teacher attempts to meet each situation fairly.

2. In a playground situation you should observe how the teacher attempts to ensure equal use of equipment for all students who desire to use it.

3. You should observe from watching the teacher that some problem situations call for a separation from the group and a private talk.

4. If you see or hear a teacher say or do something which you believe is unfair or unjust, ask her to have a conference with you to discuss the matter. Remember, teachers can make mistakes, and they usually appreciate constructive criticism. Be sure to ask her for a conference though -- don't interrupt the class for a discussion.

5. Make notes to use as a basis for a conference with your teacher. List such items as:

   a. Things I like about the classroom

   b. Things I don't like about the classroom

   c. Classroom situations which I might be able to improve (be sure to have suggestions ready)

   d. Things I like about my teacher

   e. Things my teacher does which annoy me

   f. What I would do to improve the school.

ADD YOUR OWN ACTIVITIES